

## Tour ideas for “Now Hear This”

THEME: What are the analogies between art and music?

QUESTIONS:

1. What is music or art?

Music or art can be considered **organized** image or sound. You can like or not like it. The organization can be consciously or unconsciously perceived. Organization is based on our previous life experience. Blind, deaf, or people from other cultures have no basis for perceiving the organization. If no organization is perceived it is aural or visual noise.

2. How is art (in space) or music (in time) organized?

They are organized by elements; there are possible analogies:

### **ART**

Pattern

Shape

Color

### **MUSIC**

Rhythm

Melody

Harmony

3. How is meaning or emotion communicated in art or music?

Organization makes us anticipate, which gives tension.

Tension leads to resolution or surprise.

“Good” art or music is that in which the resolution or surprise has meaning for the individual.

4. Suggested activities by grade. To prevent distraction, go to a quiet room or outside unless you are showing a work. Upper grades can do lower grades activities.

### **All grades**

1. Demonstrate tension and resolution at harpsichord or by docent singing:

a. **Pattern**—Frank Stella *Hyena Stomp*: **Rhythm** in 4 beat *Mozart Cmaj*, in 3 beat *La Volta*—pattern anticipation;

b. **Shape**—Brancusi *Bird in Space*: **Melody** in *Happy Birthday*--satisfaction

c. **Color**—Rothko *Red, Orange, Tan, and Purple*: **Harmony** in *major and minor scale*--expectations, *seventh to tonic*—resolution

d. **Combined**—Duchamp *Nude Descending a Staircase: Handel Fughetta #2*—  
pattern/shape/color or rhythm/melody/harmony

**K-3 Grade [FA.K.2.3, FA.K.2.2, FA.1.2.2, FA.3.2.6]**

1. Clap in groups of 4 or 3, loud or soft-- pattern, rhythm, organization, expectation
2. Clap da,da,dit,da,da (wait) da, da – expectation
3. Show visual rhythm of the masts in Whistler's print or the rhythm of the dancing pencils in the 1<sup>st</sup> video "Against the Grain". Clap the rhythm – pattern, rhythm, expectation
4. In "Enfant et les Sortilege" (The Child and the Enchantment) sit down and listen, then make arm gestures to the musical melodies and see how gestures may match the shapes of the scene painting. Talk about the feeling from the scene and the music (happy/sad, friendly/scary). Close your eyes or plug your ears. Is the effect greater with both sight and sound?
5. In other art works or videos find the patterns/rhythms and/or the shapes/melodies.

**4-8 Grades [FA.5.2.4, FA.6.8.2.5, FA.9-12.2.6]**

1. In the Cutout video in the first video room is the music correlated with the cutouts (their size, shape, color, suddenness)? Does the music add to the meaning or emotion? Close your eyes, does the music mean as much without the visuals?
2. In Kandinsky's print *Small World's III* you see multiple shapes and colors. What would this sound like in music? (Answer: multiple melodies and harmonies). Is this visual work organized? Organized on what principle (realistic, fantasy, random, explosive, sucked in)? Does it transmit a meaning or emotion? How?
3. Look at Koshiro's print *Uncertain Hope*. Have one person sing or hum a melody based on the painting and its title. Have one person clap. Have them sing and clap together.
4. In "Enfants" sit and look at colors and listen to pitches. Can pitch be correlated with color? Maybe red-orange is analogous with high pitches of the singer and blue with low pitches of the accompaniment?

**9-12 Grades [FA.9-12.2.5, FA.9-12.2.7]**

1. In *Who La* discuss its basis on hula rhythms for the vertical lines. The colors are randomly assigned. Each person could sing or clap out a particular shape, reading left to right. Singing could correlate with color (red high, blue low). Try this singing and / or clapping together. Does it seem organized? (If so it is music or art.) Do you get a meaning or emotion from this performance?

2. In "Enfants" Hockney (the set designer) said he could see music (ie music stimulated him to see images) and so he designed the tree by hearing Ravel's tree music. Either music or art can come first and inspire the other. Have each student think of her favorite popular song (preferably without words) and tell the class what images the music might inspire.